

Examining the effect of educational intervention based on self-regulation model on perceived stress in women with gestational diabetes: A clinical trial study

Samaneh Khodaparast (M.Sc)¹, Mohammad Ali Soleimani (Ph.D)², Nasim Bahrani (Ph.D)^{*2}, Maryam Mafi (M.Sc)², Hoorieh Shaigan (M.Sc)³

1 - Student Research Committee, Qazvin University of Medical Sciences, Qazvin, Iran

2 - Social Determinants of Health Research Center, Research Institute for Prevention of Non-Communicable Diseases, Qazvin University of Medical Sciences, Qazvin, Iran.

3- Dept. of Midwifery, Langroud School of Nursing and Midwifery, Guilan University of Medical Sciences, Guilan, Iran

* Corresponding author. +98 28 33237268 nbahrani@qums.ac.ir

Received: 1 Jun 2019; Accepted: 13 Oct 2019

Introduction: Pregnancy and childbirth is one of the most important events in women's life, which can have significant effects on women's lives. Among these complications, gestational diabetes can be associated with physical and psychological consequences. Understanding the understanding of the disease has a predictive value in improving the health behaviors of patients. The purpose of this study was to investigate the effect of self-regulation theory based educational intervention on perceived stress in women with gestational diabetes.

Materials and Methods: This study was a randomized controlled clinical trial. Samples were selected from women with gestational diabetes in the prenatal ward of Alzahra hospital in Rasht (March 2018 to September 2018). Demographic characteristics and perceived stress questionnaires were completed in both groups. In the intervention group, the educational intervention was based on perception of the disease individually in 3 sessions daily. After the intervention and 4 weeks after the intervention, the perceived stress questionnaire was completed in both groups again.

Results: Before intervention, there was no significant difference between demographic characteristics and perceived stress in the two groups ($p=0.65$). Immediately after the intervention ($p<0.001$) and one month after the intervention, the perceived stress scores of the experimental group (18.5 ± 3.24) compared to the control group (23.20 ± 7.87) were significantly decreased ($p<0.002$).

Conclusion: The results of the present study showed that self-regulation model based educational intervention can decrease the perceived stress of women with gestational diabetes. Therefore, this intervention is recommended as a useful, easy and low cost method for women with gestational diabetes to reduce stress in them.

Keywords: Gestational Diabetes, Psychological Stress, Self-Regulation Model, Psychological Models.